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ABSTRACT

Based on an analysis of federal legislation related to workforce training, this six-part position paper describes the possibilities of new workforce legislation in Kansas and the role that Cowley County Community College (CCCC) and the state's other 18 community colleges might play in a new plan. The first part provides an overview of CCCC's role and efforts in workforce development, highlighting partnerships with community and corporate organizations and addressing expected outcomes of the 1995 Workforce Development Act. The second part discusses the need for a collaborative effort among agencies and programs in Kansas to design a system of workforce development that will form the basis for applying for funding from the Department of Labor. The third part describes the role of Kansas community colleges in supporting economic growth and development, focusing on the creation of Workforce Development Education Training Centers at each of the 19 colleges and the contribution of this effort to the state economy. The fourth part reviews the contributions of CCCC in particular to the Kansas economy, highlighting services currently provided by the college. The fifth part describes plans for one-stop centers to handle career intake, assessment, education and training referral, and job placement, highlighting 11 recommended services to be provided by the centers. The final part discusses the need for planning and transition efforts from 1995-98 to meet provisions of federal, state, and local legislation. (TGI)

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Cowley County Community College

A Position Paper for Block Grants and One-Stop Career Centers

JC 960 179

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Part I—Introduction and Overview

This paper is offered as a preliminary *position paper* on the future of workforce development in Kansas. It attempts to bring together components of workforce development, particularly those involving community colleges. It is based on the analysis of key elements in both the U.S. Senate workforce bill, (by Senator Kassebaum) and the U. S. House of Representative CAREERS Act (by Representative Goodling). This document attempts to project and predict possibilities of workforce legislation in Kansas and the role that Cowley County Community College (CCCC & AVTS), as well as the other 18 Kansas community colleges, might play in a new plan.

The plan for an integrated employment and training services workforce development system outlined herein, with the community colleges in a pivotal role, may or may not match the exact needs of all community colleges or local communities. Credit should be given to Florida, Iowa, and the National Council for Resource Development for their input in this document. It is a conceptual model that assumes flexibility and a variety of options based on local needs and conditions. It also recognizes that many of the institutions are currently participating in some or all the activities of a *one-stop center* concept, as defined by the pending federal legislation, and that all of the community colleges work with adult, as well as youth training and literacy.

This document attempts to present an outline of 1) how Cowley County Community College and other community colleges have played a traditional role in workforce development, 2) the State's evolving role and 3) a general guide for a one-stop center operational plan (as a potential model of one type of block grant). In addition, it examines the various components of both the U.S. Senate and the U.S. House of Representatives proposed legislation and how these will impact any workforce plan developed by the Kansas Legislature. Finally, it presents, based upon current federal and state proposals, how a governance structure for workforce development might work.

Cowley County Community College has already formed a wide variety of the needed partnerships and positive relationships with the community and surrounding service area. Partnerships with educational entities in the area include Unified School Districts, Wichita State University, Wichita Technical College, and Southwestern College. Many partnerships also exist with business and industry, including Boeing Aircraft—with a director of CCCC & AVTS/Boeing education operation and classroom sites at the Boeing plant. Specialized training and sharing of facilities/equipment have been implemented with several industries including General Electric—Strother Field, Gordon Piatt Energy Group, Arkansas City Memorial Hospital, the City of Arkansas City, Total Petroleum, Rubbermaid, and many more. Other partners include JTPA coordinators, Sumner County Headstart/Futures Unlimited, Kanwork, the Kansas State Board of Education, the Private Industry Council—Wichita, and local Chambers of Commerce.

The region also boasts of the Two Rivers Quality Improvement Council which encompasses several hundred business professionals who come together monthly to discuss continuous improvement issues for Cowley County and the surrounding area. These meetings alternate between Winfield and Arkansas City—with Cowley County Community College being the host every other month. This organization has created an extensive linkage between the businesses, government entities, education entities, hospitals, the area airport, and social service agencies in South Central Kansas.

Kansas' community colleges have always played a major role in workforce development and will, by necessity, play an important role in the future. This position paper presents concepts and possibilities for that future role. **Cowley County Community College is prepared to address the issues of designing a new, integrated, comprehensive system of workforce development which includes many partnerships with existing social service agencies, business and industry, educational entities, and the region with a focus on the needs and desires of customers.**

The National Workforce Challenge

Throughout the past decade, government leaders at the state and national levels have devoted time and energy to evaluating the effectiveness of the American workforce's ability to deal with the challenges of emerging technologies, a redefined workplace, and the international competition within a global marketplace. At the same time, the term *reinventing government* has arisen in the context of reducing government spending and overhauling the legislative appropriation process for supporting education, job training, and employment services.

In 1995, the 104th United States Congress, through the Workforce Development Act and other proposed legislation, has developed plans to establish a single, unified system of job training and training-related activities by consolidating numerous federally funded state and local workforce development programs.

The expected outcomes of this action will likely include:

- Reduced duplication of expenditures to operate programs and services;
- Strengthened localized economic development initiatives;
- Encouragement for business/industry and education to jointly improve workforce development programs for youth and adults;
- Transition of welfare recipients to gainful employment;
- More accessible information about job preparation and training through One-Stop Centers;
- Initiated accountability measures; and
- Fiscal incentives to increase the academic and vocational skill levels of current and future employees and integrate older programs offered under the Carl Perkins Act and other workforce education legislation.

Part II—A Vision for Kansas

Consider a *system* comprised of fragmented programs operated by scores of agencies, largely in isolation from each other, an arrangement with over six decades of inertia behind it. Staff of each organization work conscientiously and cooperatively, but are lodged in their respective niches and ensconced in the processes, plans, jargon, reports and other administrative byproducts of their respective programs. They are rewarded for complying rigidly with procedural minutiae rather than for achieving results for their customers, and they conduct themselves accordingly. They are secure in their isolation, as long as they can protect their programatic turf. Above all, they fear and resist change. This describes a common perception of public bureaucracies in general, and there is entirely too much truth in it as it applies to America's approach to developing our human resources.

Now consider this: **A state with both urban centers and expanses of sparsely populated rural areas in which officials for all those agencies and programs have come together, essentially for the purpose of throwing out the old "system," unlearning the old ways of doing business, and designing a new integrated, comprehensive system of workforce development.** The new system is founded on the convictions that collaboration across organizational boundaries is absolutely necessary, and that focusing on the needs and desires of customers is paramount. They also agree that what is at stake is the economic well being and quality of life for themselves, their children and grandchildren, stakes that are too important to permit irresolution or failure.

Kansas is such a state and Kansans' convictions and resolve form the basis for its application to the Department of Labor for funding and other assistance to implement a workforce development system.

By virtue of extensive work accomplished already, Kansas will move quickly to implement one-stop career centers. With the investment in time and other resources it has already devoted to this endeavor, Kansas has also developed the consensus, enlisted the enthusiastic participation, and begun to implement the critical support systems necessary to ensure that Kansas' workforce development system will actually achieve its intended outcomes.

Kansans have a long history of pride in our educational system and the productivity of our citizens, and place high value in workforce education and employment. Many public and private studies and plans, often conducted with broad public participation, have consistently stressed the development of our human capital as the most critical component of public policy for the foreseeable future. This has helped to create wide support for our workforce development initiatives.

In recent years, Kansas has articulated a vision for a comprehensive and integrated workforce development system in which organizational boundaries are transparent to the customers. Multiple programs delivered through a state wide network of jointly administered one-stop career centers will provide job seekers, employers and other customers with universal access to the full range of services available. Consolidated education activities for workforce preparation will integrate seamlessly with workforce employment activities.

The movement toward design and decision making at the local level continues to be the most desirable method of administering workforce education and training programs and the delivery of related support services. Federal, state and local resources should be leveraged to increase

capacity and quality. **Emphasis must be on outcomes and not process.** These outcomes should be rewarded and conversely, nonperformance should not be rewarded or continued.

The State's plan must embrace the enhancement of Kansas' workforce skills so that our working population can perform at its best. The upgrading of our workforce is essential to Kansas' economic competitiveness in the United States and throughout the world. Realistically, consolidation must occur as a result of numerous factors such as reduced funding and taxpayer attitudes. A key, shared goal is to be successful in moving target populations from public assistance roles to tax payer roles.

Part III—The Kansas Community College Outlook

The Kansas community colleges are committed to supporting economic growth and development in the state of Kansas. Kansas' community colleges have been quick to respond to the State's changing human resource and economic needs and have demonstrated exceptional fiscal and program performance outcomes. **Cowley County Community College advocates that the Kansas Community College System be a primary player in the future comprehensive, statewide, workforce development system known also as One-Stop Career Centers. The College further advocates that the community colleges in Kansas be utilized as leaders and key partners in the education of a well-prepared, high-skilled workforce.**

Cowley County Community College pledges to help improve the effectiveness of the State's development programs and services through continued cooperation and collaboration with state agencies, other educational institutions, local government, private industry councils, and various business/industry entities.

Our vision is that each of the 19 community colleges will function as one of Kansas' frontline **Workforce Development Education and Training Centers**. Each college can function as the leading provider of workforce education and training, and continue to join with regional business/industry to strengthen the economic competitiveness of the State of Kansas and the 19 local "substate" areas.

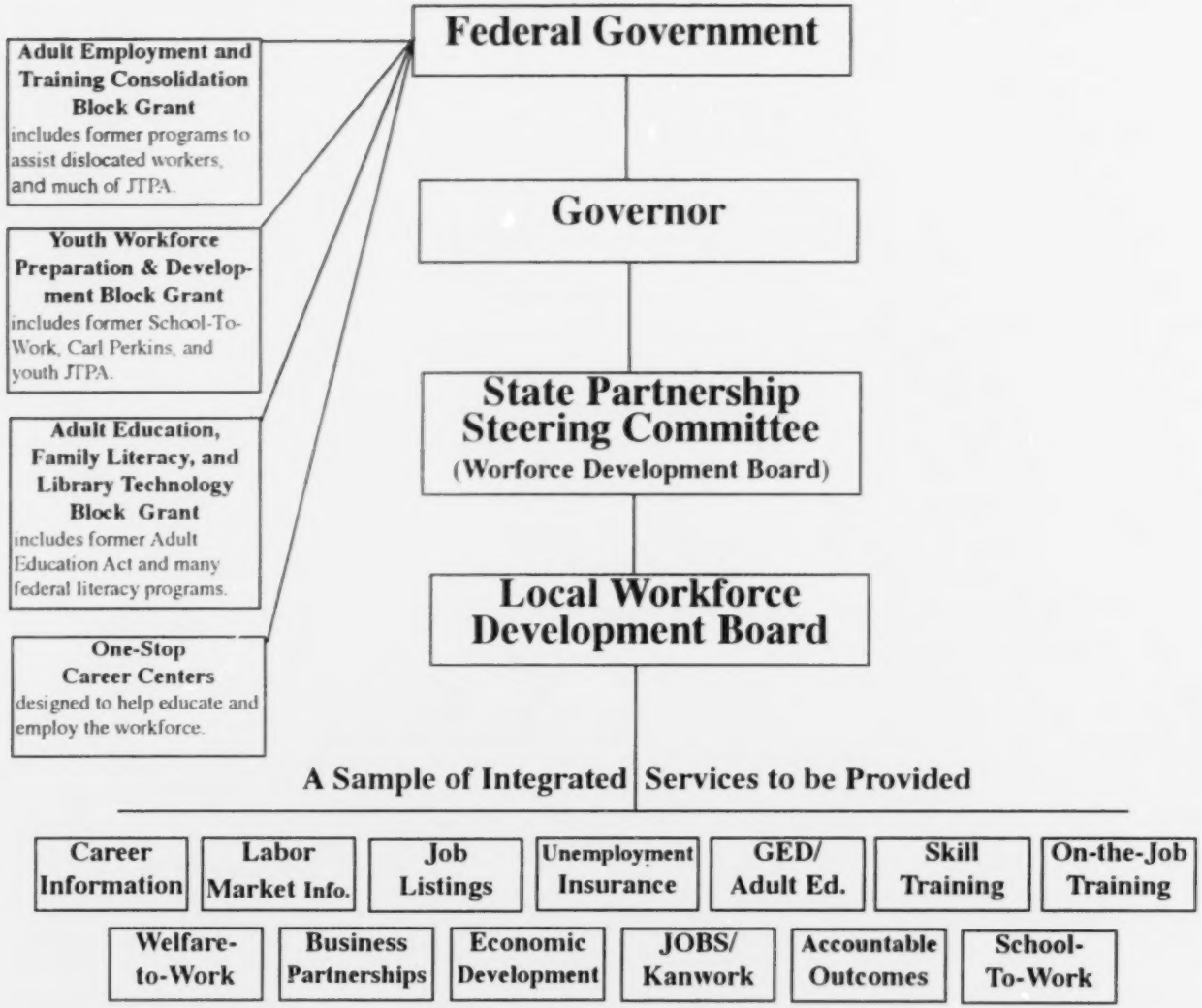
The Community College System will contribute to the **elimination of unwarranted duplication of education, training, and employment activities** and be built on a solid foundation of existing state agencies. Finally, this **market-driven, placement-based, community-managed, customer-focused, outcome-accountable** model will contribute to more **cost-effective** use of federal, state, and local **taxpayer dollars** at a time of declining resources available to improve the **competitive skill level** of Kansas' workforce.

Each year, Cowley County Community College and the other 18 members of the Kansas Association of Community Colleges system contributes to Kansas economy by:

- Providing training and retraining to over 950 Kansas business and industries;
- Generating 2.4 million training hours to business and industry;
- Graduating highly skilled workers who have an average score of over 91 (out of 100) on state professional licensure examinations;
- Contributing to the workforce by providing graduates who possess job entry level competencies in critical thinking, written, and oral communications, problem solving, and computers; and
- Moving thousands of the state's citizens off welfare rolls to employment rolls through college workforce development programs such as JTPA, Women Work, Perkins Vocational, Workplace Literacy, Displaced Worker, and Vocational Rehabilitation.

Block Grants and One-Stop Career Centers

House of Representatives Version


Federal Government
Governor
State Partnership Steering Committee
(Worforce Development Board)
Local Workforce Development Board
Adult Employment and Training Consolidation Block Grant
includes former programs to assist dislocated workers, and much of JTPA.
Youth Workforce Preparation & Development Block Grant
includes former School-To-Work, Carl Perkins, and youth JTPA.
Adult Education, Family Literacy, and Library Technology Block Grant
includes former Adult Education Act and many federal literacy programs.
One-Stop Career Centers
designed to help educate and employ the workforce.
A Sample of Integrated Services to be Provided
Career Information
Labor Market Info.
Job Listings
Unemployment Insurance
GED/ Adult Ed.
Skill Training
On-the-Job Training
Welfare-to-Work
Business Partnerships
Economic Development
JOBS/ Kanwork
Accountable Outcomes
School-To-Work

Part IV—Cowley Community College

Cowley County Community College has emerged as a catalyst for economic growth and industrial development in Sumner, Cowley, and Sedgwick Counties. **With major outreach centers in Mulvane, Wichita (Southside Center), Wellington and Strother Field Industrial Park, Cowley County Community College provides a multiplicity of workforce education training, retraining, and related support services.** At the heart of the College's 1993-1996 Long Range Plan and Institutional Mission Statement is:

> . . . Cowley County Community College seeks to empower individuals with broad-based and proactive skills in order to compete and perform on a world class level. The College is committed to providing a diverse population with lifelong comprehensive educational opportunities . . .

In fulfillment of this mission statement, the College has developed approaches to identify business and industry needs, provide workforce training for enhancing economic growth, offer customized and contract training for business and industry, revalidate programs and curricula to parallel emerging technologies, and expand programs and services which ensure workplace literacy.

As sixth largest of the nineteen Kansas community colleges, Cowley has experienced steady growth over the past eight years, climbing from 700 FTE in 1987 to 1800 FTE in 1995. Positioning itself as a leader with business/industry training and providing appropriate transfer curriculum have been major reasons for this growth. **As an economic development leader in the region, the College contributes to Kansas' growth by:**

- Placing 89.86% of student completers in degree and certificate vocational/technical programs in careers for which they have been trained;
- Noting that 80% of the vocational/technical students had a 83% job placement rate or higher, and 7 of 12 programs had a 100% job placement rate;
- Offering adult literacy and development skills courses to nearly 1,000 individuals who are currently employed or soon to enter the state's workforce;
- Graduating 77% of first-time full-time students, according to the U.S. Department of Education's Students' Right-To-Know and College graduation rate statistics;
- Transferring students to public universities for further professional studies in preparation for future employment in the state's economy;
- Increasing curriculum of all industrial technology associate degree programs by 25% to include a major emphasis on lifelong learning skills, including team work, statistical process control (SPC), total quality assurance (TQA), and technical math/physics/writing; and
- Communicating with business/industry professionals—leading to the addition of eight vocational/technical programs, including industrial trade, supervision management, FAA Certified Power Plant, FAA Certified Airframe, Non-Destructive Testing, Deaf Interpreter Training, Computerized Graphic Design, and Total Quality Management, as well as the elimination of two technical programs (Carpentry and Electronics).

Cowley County Community College currently offers a **seamless educational experience** from adult basic skills in the college/vocational preparatory programs to point of entry into Kansas' workforce or transition to third year in the State's University System. Literacy education

and other basic skill development assistance is given to those who wish to enter education and training programs designed to prepare them for the high-wage, high-skilled jobs targeted in Kansas' Occupational Outlook. This College provides supplemental vocational education to those employees who need to upgrade occupational skills that are vital to maintaining Kansas' growth in business and industry. CCCC & AVTS offers college degree and certificate programs designed to prepare the State's workforce for employment in Kansas' leading **wage-earning, high-technology occupations**. Cowley County Community College also creates training and establishes education partnerships to provide **quick-start, customized employee job training**.

The College currently offer many workforce development **connecting activities** as advocated by the federal government to be made available through one-stop career centers. These activities or services have been necessary to support the delivery of human resource development programs such as the Perkins Vocational programs. Coordinating **work-based learning** experiences for workforce trainees using on-the-job methods including apprenticeships, internships, and cooperative education is a key component of education at CCCC & AVTS.

Cowley County Community College's Current Workforce Development Programs and Services

Kansas' nineteen community colleges are positioned to take the leadership role in workforce education and development activities and One-Stop Career Center implementation. For example, Cowley County Community College is currently providing all of the following services:

- **Quick Response** to changes in local and regional labor market supply/demand characteristics, resulting in new programs for business and industry. Past examples include the closing of Ark City Packing Plant which employed 600 people. A present example includes gearing up to meet the needs of the unemployed when the Winfield State Hospital and Training Center closes.

- **Career Services** that cooperate and collaborate to provide outreach, intake assessment, career counseling, education and training referral, financial assistance, job placement, and other transition-to-work referral services.

- **Special Populations Services** which include educationally and economically disadvantaged youth and adults, veterans, Native Americans, welfare-to-work transition clients, individuals with disabilities, dislocated workers, underemployed workers, women and minorities, single parents, single pregnant women, non-English speaking persons, illiterate persons, the homeless and criminal offenders.

- **Historical Collaborative Partnerships** designed to foster economic and resource development have included: the Kansas Department of Human Resources, the Kansas Department of Commerce, The Kansas State Board of Education, city/county government, chambers of commerce, economic development agencies, private industry councils, Two Rivers Quality Improvement Network, technical and 4-year colleges, business/industry. **Examples**: In 1993, Cowley County Community College was given the Business-Industry Outstanding Partnership

Award by Kansas Chamber of Commerce and the Kansas Council on Vocational Education for proven leader with business and industry in this region. CCCC & AVTS (on behalf of the South Central Kansas STW Partnership) was the only community college in the state to be awarded a School-To-Work planning grant in the first round, and the only Community College to prepare a School-To-Work plan for 1995 a federal implementation grant—both ventures requiring numerous solid collaborative partnerships throughout the region and the state.

- **Targeted Job Training** for students seeking high-wage employment and employers seeking high-skilled employees, with a planning focus on Kansas' Occupational Forecast. Current School-To-Work plans will develop this service even further.

- **On-the-Job Training** including: apprenticeships, internships, cooperative education work-based learning paid job experiences. **For example**, in Wellington, Precision Machining, Inc. provides internship opportunities for area students interested in machine tooling technology. The company is rapid growing, and will be expanding this opportunity with the implementation of the School-To-Work plan for South Central Kansas. In addition to offering internships and other on-the-job training, the College trains leadership throughout the state in Total Quality Management, and is considered a leader on TQM in the region.

- **Integrated Methodologies** in academic and technical education programs, producing high-skilled graduates are becoming standard throughout the region, and are a key component of the South Central School-To-Work Partnership.

- **Articulated Learning Experiences** between high schools and other colleges and universities, including Tech Prep and School-To-Work initiatives, are expanding each year.

- **Accountability for Results** is required at CCCC & AVTS, as demonstrated by competency skill standards, licensure, successful job placement and other performance indicators.

- **Industry-specific Customized Training**, including *just in time* training, as needed, for current and future employees. In 1993-94 academic year alone, the College had over 146,590 contact hours with regional business and industry for the purposes of training and retraining with General Electric, Boeing and others.

- **Welfare-To-Work Training** in cooperation with Social Rehabilitation Service and Kanwork.

- **Distance Learning Mechanism** which is already in place to serve all of South Central Kansas, and is expanding to meet growing regional needs.

Part V—Local One-Stop Career Centers and Workforce Development Plans

Over the past year, representatives from community colleges, private industry councils, various Kansas departments and divisions, and local social service agencies have communicated, cooperated, and collaborated through the One-Stop Career Center Partnership Steering Committee to conceptualize the organization and implementation of one-stop career intake, assessment, education and training referral, and job placement centers in Kansas.

More recently, this Steering Committee has drafted a Strawman Model of the Kansas Opportunity Center System which is projected to be the state's initial customer-service contact system, offering every Kansan access through service sites, telephone, or computer network to the following services:

- Common intake/registration
- Common record of service
- Eligibility review (when needed)
- Career Information System
- Labor Market Information
- Job Listings and self referral
- Education and training information
- Job Search
- Training and education assessment
- GED study/testing
- Case Management for those needing intensive services

In some localities, plans may call for housing one-stop career centers on community college campuses; in other locations the intent is to select locations considered more central to the targeted populations to be served.

Core Programs as identified by the Steering Committee are:

JTPA Title II and III Programs
Unemployment Insurance
Senior Community Service Employment
Migrant Seasonal Farmworkers Program
Vocational Rehabilitation
Carl Perkins Act
School-to-Work Opportunity Program
Vocational Rehabilitation
Area Vocational Technical Schools
Regent Institutions
Food Stamp Employment and Training
Older Kansan's Employment Program
JTPA Five Percent Program for Older Individuals
Other Programs
Job Service
Veterans Employment Services
Adult Basic Education
JOBS/KanWork
KIT/KIR/SKILL
Community Colleges
Kansas Apprenticeship Council
Native American programs
Homeless training programs
Services for the Blind
Referral Services
Job Corps

Workforce development and training block grants will be established in addition to the existing One-Stop Center plans. However, both will work hand-in-hand to move citizens through training and into the workforce as high-skilled, high-waged workers.

Recommended Workforce Development and One-Stop Center Services

Cowley County Community College desires to be proactive, not reactive to the new system of workforce development. The College wants to embrace the new way of doing business with an open mind, but with a clear vision of what our role could be. CCCC & AVTS has been partnering with other area organizations to provide quality, non-duplicative, service for a number of years, and is in a good position to move forward at an excelerated rate under the One-Stop Career Center and Workforce Development regulations. The College considers the following services as essential to provide quality workforce development.

1. Outreach and Recruitment

Customer recruitment should be conducted through all participating partner agencies. Partner agencies can screen and refer potential customers to appropriate services.

Outreach and recruitment materials will be developed for the workforce development system. This task is being accomplished by a multi-disciplinary team of partner agency staff. Joint outreach and recruitment materials will assist the system to establish an identity in the community and reduce the redundancy of separate outreach and recruitment efforts. An 800-number could be utilized for system outreach and recruitment purposes. Advertising, particularly for target groups or contracted programs, can be conducted on an as-needed basis.

2. Needs Determination

A needs determination to identify customer service needs should be conducted for each individual interested in employment and training services. Project partners will be able to assist customers in identifying their immediate needs and make a predetermination on whether training is an option for the individual or is immediate employment assistance is more appropriate. This component is intended to assist the customer to access appropriate services in an expedient manner thereby reducing customer frustration and "run-around." The needs determination process will involve a paper and pencil survey instrument and a structured interview. Needs determination could be accomplished at the Department of Human Resources, Social and Rehabilitation Services locations, and the one-stop career centers. These locations provide a customer-friendly point of entry for individuals into the workforce development system.

3. Assessment

An individualized and prescriptive approach to assessment should be implemented. Each individual served will be given a test of basic skills. The TABE will be used for this purpose. This service will be provided at other sites on a regularly scheduled basis.

For customers requesting training and/or specialized job placement services, vocational interest and aptitude instruments are administered. Customers' test results are used to asses their occupational interests and to help establish individualized career goals. Additional instruments, such as Work Keys, will be invaluable for this assessment.

Assessment information can be used to develop an employment goal for the customer. Assessment information becomes a significant part of the education employment plan and should include the employment goals, achievement objectives, referral, prior work experience, employability readiness, interests, aptitudes (including interests and aptitudes for non-traditional jobs),

basic skills training needs, occupational skills training recommendations, supportive service needs, and recommended training for each participant.

4. Eligibility Determination/Intake

Intake for Workforce Development (JTPA currently), Education, and Unemployment Compensation and Training Services may be conducted at the one-stop centers and the Department of Human Resources offices.

One of the many processes which are being reviewed and revamped is the Intake and Eligibility Determination System. A committee will develop an application which includes the information required by each agency and would be computerized to allow for ease of customer service. For example, an application with various agency specific sections highlighted would allow an individual who is applying for benefit services only to skip the various questions required for the Job Training Partnership Act (JTPA), etc.

5. Case Management

The case management process begins at the point of customer intake and terminates upon the appropriate follow-up after job placement. The Case Manager is responsible for developing, implementing, and monitoring the activities and services leading to the customer's self-sufficiency. Case management provides the structure and support for the customers to use their own resources and those of the workforce development system toward attaining established goals.

6. Orientation

An orientation explaining available services should be provided for customers at designated locations. Orientation increases customer awareness of the requirements and expectation for the array of education, training, and employment services available. Orientation includes realistic information concerning service eligibility, service availability, and customer responsibilities.

Orientation will also clearly identify the ultimate expectation that the customer must meet following training completion—gainful employment.

The local partners will investigate joint-use printed material and video tapes to assist in the orientation process. Whatever medium an individual site chooses to use for orientation purposes, consistency of information concerning customer expectation must be maintained.

7. Staff Training

Ongoing staff training will a be necessary service to keep all staff up changes in services, service methods and sites. In a successful one-stop career center model, staff must be fully aware of all service available, where to receive services, and able to distribute information and services in a timely, customer-centered manner.

8. Adult Basic Education, Literacy, and GED Programs

Customers within the service area are referred to the college or the unified school board for adult basic education (remedial coursework), literacy tutoring, and GED programs as needed concurrently with skills training. The goal is to make sure that adult and out of school youth are literate and have the knowledge and skills needed to compete in a global economy and exercise the rights and responsibilities of citizenship.

9. Employment-Related Services

Coordinated job development and placement services could be provided at a Job Placement Center. This will be accomplished by providing various access points to a centralized job placement system which integrates the job development and placement services of Department of Human Resources, SRS, and the community college. An Employment Specialist would be necessary to monitor employment progress of individuals. Individuals can be referred for additional assessment if necessary.

The job development and placement component located within the Department of Human Resources office will provide customers access to: on-the-job training, job seeking skills workshops, job development, a computerized job bank, specialized placement services for veterans, and job referrals.

Upon entry into the job development and placement portion of the system, a customer service representative should assist in determining the services desired by the customer. Based on the application, an interviewer can determine if the customer is eligible for JTPA services and/or unemployment compensation. At this time, the interviewer would work with the customer to determine the most appropriate service. Options should include a referral to the Education and Training Center or any and all of the services available at the Job Placement center. These services should include the following:

Job Readiness Workshops Job Readiness Workshops including: resume preparation, interview skills, employability skills, job keeping skills, job search, labor market information, and other topics designed to assist the customer in obtaining and retaining a job. All Job Readiness Workshops could be integrated into a series, which would be conducted at the Department of Human Resources, and designed to meet the needs of the customers. Staff from all partner organizations will be involved in the refinement of the workshops to meet the needs of their specific customers.

Professional Placement Network could be developed as a job club for individuals who have been employed at the professional and managerial level. This group would meet a minimum of twice a month to examine presentations of topics such as networking, how to identify transferable skills and interviewing techniques. The Professional Placement Network would provide a support group environment which is needed by the sometimes discouraged worker. This group also will compile resumes for distribution to employers. The local partner agencies can work together to ensure that the Professional Placement Network will meet the needs of all professional and managerial level customers. Changes and modifications to the existing format will be made on an as needed basis.

Job Listing and Job Referral A computerized job bank will be available through the Department of Human Resources. This resource will be used in the job placement of all workforce development customers. Through the job bank, customers will be able to review all available job listings, both local and out of the area. Based on the customer's interest and experience, job referrals will be made for various position openings.

Veterans Assistance The Department of Human Resources has staff designated specifically to serve veterans. This staff person will assist veterans with employment and employment-related services.

On-the-Job Training Available to eligible customers (e.g., Veterans, JTPA eligible, Kanwork participants), On-the-Job Training will provide "hands-on" training at an employer's site. Center staff will match the customer's interests, needs, abilities and aptitudes to an On-the-Job Training position. The staff of partner agencies will work together to identify an develop positions appropriate to the needs of the individual.

Post Placement Follow-Up/Follow Along Following placement in employment, job developers will follow up with the customer to facilitate success on the job. The amount of follow-up/follow-along will be determined on an individual basis. Follow-up and follow-along support may include a weekly or monthly phone call to the customer, contact with the employer, and/or direct intervention in conflicts that may impede continued employment. Not all customers will need follow-along services. Staff will provide these services for individuals who are most likely to need support in retaining their employment.

Rapid Response Team "On-site" intake/case management services to address the immediate needs of persons affected by plant closings and/or downsizing will be available within the workforce development system. Re-employment counseling, job search skills training, retraining, and placement services will be components of the delivery system for dislocated workers.

10. Market-Driven Skill Training

These include, but are not limited to, the following:

- Short-term training supplied through various providers with placement and retention goals, including private providers and on-the-job training.
- Performance-based funding approved "career" courses at the community college represent new, emerging and expanding high-wage industries and related occupations that require less that a four-year degree.
- Customized training courses will continue to be regularly developed through the College and other local partners.
- Apprenticeship programs are currently established in machine tool technology. Other apprenticeship programs are under consideration.

11. "One-Stop" Career Centers

CCCC & ATVS has a number of natural satellites which could serve the central One-Stop Career Center in this area. In addition to the main campus in Arkansas City containing 14 building over 13 acres, there are a number of off-campus centers which serve a population of 68,000 people over a 2,955 square mile area in South Central Kansas. The College offers 20 vocational/technical programs and over 43 transfer programs. The career center satellites would be best suited for location at five larger outreach centers in the College's service area. They are:

1. Stother Field—located in the hub of Cowley County's Industrial Park. The Strother Field Center provides a variety of programs and services to individuals and business/industry, including FAA Power Plant and Air Frame technical programs and apprenticeships. In addition, the Strother Center hosts the Cowley County Career Center which provides a comprehensive array of training and placement services for both individual customers and business/industry clients. These services will include access to on-the-job training and JTPA,

employability skills workshops, career planning, counseling, and follow-up, use of computerized job data and job networks available on the Internet, and re-employment services including basic skills assessment and remediation, GED preparation and other market-driven skills training.

Business and industry clients will be provided job analysis and employee skills assessment, curriculum development for both academic and vocational-technical training, customized training, designing new assessment methods and specific job competencies.

The Career Center will build on the strong partnership that exist between the College, the South Central Kansas Economic Development District (fourteen counties including the Wichita area), the Cowley County Economic Development Council, and leadership in our region to advantageously benefit from the exchange of information within this network including job development and placement, training, and new/expanding business information. Continuing to foster the link between those entities and the area chambers of commerce fits the mission of CCCC & AVTS and benefits all partners.

Mulvane Center—the largest outreach center accounting for 22% of Cowley County Community College's enrollment, and directly south of Wichita. Offering numerous general and technical courses, the center also specialized in deaf interpreter training and drafting. It is conveniently located and offers alternative course training (including block and Saturday courses). Basic skills development, GED preparation, Career Counseling are major components of this center.

Wellingtion—a convenient downtown location makes this center ideal for offering specialized business/industry training, as well as general education and computer classes. Customized training needs for aviation sub-contractors are well-addressed in the Wellington center, along with GED preparation and individual advisement.

Winfield—The center is located on the campus of a former private college—now a community center area. Located directly west of Southwestern College, the Winfield center has been a major link in partnering with a four year private college. Through this bonding, articulation programs forming a two-year/four-year technology degree track have been accomplished.

Southside Center—The newest center (Fall 1995) is located in Wichita, directly south of Boeing Aircraft. This center is a joint venture between Wichita State University, Cowley County Community College, and Wichita Technical College. The partnership offers a unique opportunity for post-secondary institutions to work cooperatively with quality training that meets their level and needs.

Part VI—Planning and Transition: 1995-1998

Proposed federal legislation provides for a state workforce development board, specified representation , and an appointment process headed by the Governor. The authority and responsibilities of this board are also outlined, beginning with the development of the 3-year state workforce development plan.

Proposed federal legislation provides for a local board or partnership structure, specified representation, and an appointment process headed by the Governor. The authority and responsibilities of this board are also outlined, beginning with the development of the 3-year state workforce development plan.

Proposed federal legislation provides for a local board or partnership structure, specified representation, and an appointment process involving nomination from local business/industry entities and appointments by "chief" elected officials. Membership on these local boards includes representation from specified targeted population and provider agencies such as secondary and postsecondary education institutions. The authority and responsibilities of local boards are also outlined, beginning with the development of a local 3-year workforce development plan. This plan will be developed within the parameters set by federal legislation and the state workforce development plan.

Both the state and local plans must provide for transitional activities to shift from the current approach to workforce development to the federally designed approach to workforce development by the effective date of July 1, 1998. During this time, organization including private industry councils, local offices of State departments, and state programs such as Kanwork will still continue to advise and/or serve citizens. Measures will be needed to ensure that mandates on the use of federal funds, i.e. Perkins Vocational Education Act, are followed until otherwise allowed by the government. The designers of Kansas' state and local plans must proceed such that education, training, and employment services presently available to the state's youth and adult targeted populations are not disrupted. This caution must be observed as adjustment are made to Kansas' delivery system to reduce duplication of efforts and maximize the use of state and federal funds for the betterment of citizens and the economy.

The Kansas Community College System has analyzed the proposed federal legislation, reviewed the extent of its current involvement in the state's workforce development process and compared the state's existing strategic economic initiatives with the key characteristics being considered by the federal government. Kansas performance-base incentive funding of targeted high-wage, high-skilled occupational education programs is consistent with provision for incentive funding in the proposed legislation. Kansas' current approach to job placement accountability, the analysis of labor market information, school-to-work, tech prep, welfare-to-work, and other practices are also consistent with the purpose and intent of national action to reform the delivery of workforce education, training and employment services.

Recommendation for Governance and Structure

A Kansas One-Stop Career Center Partnership Steering Committee overseen by Governor Graves has attempted to conceptualize the State's One-Stop plan, based on the information presented in this paper. A viable option for the flow of authority and organizational structure of Kansas' future Workforce Development System (both the education aspects, as well as the

employability aspects) will develop as the state plan begins to emerge.

Cowley County Community College is committed to helping design the State's workforce development strategy, recommending and promoting a workforce development system that is market-driven, placement-based, community-managed, customer-focused and outcome accountable.

Each local community college will soon be ready to develop charter proposals that will address existing workforce development components including One-Stop Career Centers, School-To-Work, Welfare-To-Work, and High-Skill/High-Wage Job Programs.

Kansas' community colleges have played the historical leadership role in workforce development and stand ready to continue that role within any structure that seeks to serve the citizens of Kansas.

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